



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

28Q350

School Name:

JAMAICA GATEWAY TO THE SCIENCES

Principal:

CAREN BIRCHWOOD TAYLO

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: JAMAICA GATEWAY TO THE SCIENCES School Number (DBN): 28Q350

Grades Served: 9-12

School Address: 167-01 GOTHIC DRIVE, JAMAICA, NY 11432

Phone Number: 718-480-2689 Fax: 718-480-2697

School Contact Person: _____ Email Address: _____

Principal: CAREN BIRCHWOOD-TAYLOR

UFT Chapter Leader: DAVID NEVES

Parents' Association President: ROSEMARIE BRADY

SLT Chairperson: MICHAEL PIZZO

Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____

Student Representative(s): _____

District Information

District: 28 Superintendent: JUAN MENDEZ

Superintendent's Office Address: _____

Superintendent's Email Address: _____

Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

BFSC: QUEENS SOUTH Director: _____

Director's Office Address: _____

Director's Email Address: _____

Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
CAREN BIRCHWOOD-TAYLOR	*Principal or Designee	
DAVID NEVES	*UFT Chapter Leader or Designee	
ROSEMARIE BRADY	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The school's mission is to encourage the high achievement of, and provide advanced preparation for, students interested in science and math, especially those historically underrepresented in college. Students will graduate academically, socially, and emotionally prepared for rigorous college coursework and the pursuit of health and science related careers.

Jamaica Gateway to the Sciences has 514 students representing a diverse demographic. The population consists of 41% Asian/ Pacific Islander, 42% Blacks/African-American, 11% Hispanic, 2% White, and 4% others. Of the school population, 10% are English Language Learners and 11% of students have an IEP. In addition, 67% of students receive free lunch.

Jamaica Gateway's instructional program is grounded in the use of the D.O.K (depth of knowledge). It emphasizes students as contributors to the learning experience, where every student is expected to create new knowledge through interaction with resources and through peer discussions.

Collaboration occurs among all constituents of the school community to support the learners in achieving their goals. For example, internships are offered where students are given opportunities for real-world application of their learning, as well as developing their leadership and social skills. Student to student support occurs during peer-tutoring and study group sessions. Weekly advisory classes are carefully designed to support students' socio-emotional growth. College Prep classes ensure that every graduate of Jamaica Gateway to the Sciences will attain skills, knowledge and competencies that will prepare them to serve as positive contributors to their chosen academic, professional, and local communities. In addition, students are provided with onsite AP classes and on/offsite college level courses through the College Now Program at CUNY.

Academically at risk students are frequently identified with continuous feedback from teachers who meet within departments at least three times per week during Common Planning Time. Subsequently students are scheduled for teacher tutoring and peer-tutoring sessions; afterschool literacy classes such as Skillbuilders Club using ACHIEVE 3000; and mandatory meetings with the guidance counselor to chart a course for student progress. Students with IEPs are served in ICT (Integrated Co-teaching) classes in ELA, Math, Science and Social Studies as well as in Resource room. Our high performers in Math and Science are selected to attend enrichment programs and opportunities such as the Hofstra Medical Pipeline and the SEO program.

Extracurricular activities provide avenues for students to be involved in the life of the school. They also serve as strong motivators for students to attend regularly and to perform well in their classes. Our students have participated in Mock trial, Model UN, Robotics, and music band competitions. They have also performed in campus wide talent shows and musicals. They are involved in a variety of athletic teams for example baseball, basketball, swimming, track, tennis, volleyball, wrestling, cricket, Lacrosse, and football.

The school works with several partners to promote both staff and student development. The English and math departments are supported with coaches in rewriting and refining curriculum aligned to the Common Core State Standards. Another educational consultant works with the guidance department to enhance the strategies to engage students and families. Ramapo for Children trained teachers on identifying and supporting students with behavioral challenges.

Seniors were assisted in their college application process by an intern from the NYUCAC (New York University College Advising Corp hence maximizing their college choice leading to admissions to prestigious colleges such as Yale, MIT, and

Rensselaer Polytechnic; while Juniors boosted their SAT scores with tutorials from the Ivy Key Company. In addition, the Lincoln Center worked with the ESL teacher to promote English literacy for ELLs via theater.

Our special populations are students with disabilities and English Language Learners who often struggle with making adequate academic progress. Though supports are available to them, some are not accessing the assistance needed. The challenge for the school is to engage the families in the supportive efforts.

Our greatest achievements this year was in the element of Supportive Environment mainly due to the hiring of two new guidance counselors and one social worker. Our attendance was maintained at above 90% and the responses from students on the School Survey were commendable. For example, 86 % of them reported receiving personal attention and support.

Though we provide several avenues of outreach to families, parent attendance at school events is low. The school will be introducing new strategies to engage families especially those of ELLs.

28Q350 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	516	SIG Recipient	YES
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	5	# Drama	1
# Foreign Language	14	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.0%	% Attendance Rate			91.3%
% Free Lunch	69.4%	% Reduced Lunch			11.1%
% Limited English Proficient	6.6%	% Students with Disabilities			11.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	1.5%	% Black or African American			41.9%
% Hispanic or Latino	12.4%	% Asian or Native Hawaiian/Pacific Islander			38.9%
% White	1.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			4
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			5.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	65.5%	Mathematics Performance at levels 3 & 4			77.8%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	81.0%	% of 2nd year students who earned 10+ credits			84.2%
% of 3rd year students who earned 10+ credits	89.7%	4 Year Graduation Rate			81.8%
6 Year Graduation Rate	97.5%				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Coaches are used to assist teachers in aligning the curriculum in ELA and math to the CCSS. Other subjects use the NYS curriculum or the NYC Scope and Sequence. However, though the school has several items of technology, there is a need to infuse more technology into the curriculum as cited by the superintendent during his most recent visit to the school and has been requested by several teachers at their End Of Year Conferences with administrators.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, technology use by all teachers for instruction will increase by 20% as measured on the Teacher and Student Technology Surveys obtained from Survey Monkey and modified for data collection.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>One teacher from each department will serve on a School Technology Team (STT) to plan, assess, modify plans each month for infusing technology into instruction across the school</p>	<p>Department technology experts</p>	<p>September 2015</p>	<p>Administration, Teq trainers</p>
<p>Teachers will be trained on using Smartboard technology by personnel from Teq</p>	<p>Faculty</p>	<p>September 2015</p>	<p>Department heads ,Administration, Computer technician.</p>
<p>One day at the beginning of each month during Common Planning Time, department technology “experts” demonstrate a new use of technology and use other days of the month to ensure their colleagues develop competence in using that technology</p>	<p>Teachers in departments</p>	<p>September-November 2015</p>	<p>Department heads, Computer technician</p>
<p>New technologies will be introduced at Faculty Meetings and on Staff Development days</p>	<p>Faculty</p>	<p>September 2015-June 2016</p>	<p>Department heads ,Administration, Computer technician, STT</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers will return to school 2days before they are required to participate in PD. Teachers will be paid per session to attend.</p> <p>Teq personnel will be paid for the technology training.</p> <p>Teachers are already scheduled for Common Planning Time by Departments.</p> <p>New hardware and PLATO software will be purchased</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Teachers will receive a survey at the end of each marking period to determine progress of technology infusing in instruction.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School’s strengths:</p> <ul style="list-style-type: none"> Large, diverse staff Low student-to-counselor ratio Supportive environment Availability/willingness of staff to offer extra help (tutoring, clubs) to students Guidance/Teachers make every effort to make parent outreach Conflict resolution and mediation Large variety of extracurricular activities to engage students in positive behavior (clubs, sports, tutoring, monitoring for teachers) <p>According to the number of 2014-2015 OORS reports submitted, on average, 3 incidents per month of aggressive behavior and threats are reported.</p>		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of aggressive behavior or threats reported in OORS will decrease from the present level of three per month to one per month.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and expanding their understanding of a supportive environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
Conflict Resolution and Mediation	Students in conflict grades 9-12	Sept 2015 – June 2016	Guidance counselors, social worker, administration
School-wide assemblies on how to resolve personal issues without violence	Grades 9-12	Sept 2015 – June 2016	Guidance/Community Agency/NYPD
Open Door Policy for students to approach staff about issues	Grades 9-12	Sept 2015 – June 2016	Guidance/Support Staff/Administration/Teachers
Peer Mentoring/Mediation	Grades 10-12	Sept 2015 – June 2016	National Honor Society Student Members/Guidance/Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Per session for Guidance Counselors, Social worker, Club Advisors, Coaches for after-school activities

Community Agencies

NYPD Community Outreach Personnel

Scheduling of auditorium in this shared space

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

A check-in will be completed in the OORS system each month to monitor the number of reports made due to aggressive behavior or threats.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Teachers meet during Common Planning Time to devise plans for students that are Common Core-aligned, but are not always scaffolded for students with special needs. This has been cited in the observation reports of special education teachers. As a result, 19% of ELLs and 14% of SWD have failed more than two classes as compared to approximately 10% of general education students.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Teachers will meet in collaborative teams to create lessons that support students’ needs so that by June 2016 the % of students with special needs who pass all their core classes will increase by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>PD on building positive relationships with students with special needs</p>	<p>Staff</p>	<p>September 2015</p>	<p>Guidance staff, special education teachers, ESL teachers</p>
<p>PD on models of co-teaching and strategies for making instruction accessible to ELLs.</p>	<p>Faculty</p>	<p>September 2015-June 2016</p>	<p>Borough Support Center personnel. Lincoln Education Center</p>
<p>Special education teachers and ESL teachers meet in CPT to create to share strategies that support student learning</p>	<p>Special education teachers and ESL teachers</p>	<p>September 2015-June 2016</p>	<p>Special education teachers and ESL teachers</p>
<p>Special education teachers and ESL teachers meet with co-teachers to plan effective instruction</p>	<p>All teachers of integrated classes</p>	<p>September 2015-June 2016</p>	<p>All teachers of integrated classes</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>CPT is already scheduled for teachers</p> <p>Presenters of PDs</p> <p>Translators and food for parent meetings</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>P/F Set-aside</p>		<p>21st Century</p>	<p>C4E</p>
	<p>Title I 1003(a)</p>	<p>X</p>	<p>Title III</p>		<p>PTA Funded</p>		<p>SIG or SIF Grant</p>		<p>School Success Grant</p>	<p>Other</p>

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Student progress determined continuously on EngradePro, an online grading system, and monitored by the special education and ESL teachers each week.

Administrators use scholarship report data and Progress to graduation tracker each marking period.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	D
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School Strengths : <i>From this year's school survey report of 2015-16, it is shown that the school is meeting the target of rigorous instruction in making common core shifts in literacy and math with a score of 91% which is higher than the city average of 90%. Also, collaboration of teachers to support instructional practices, school commitment and professional development is shown with an overall average of 94% in comparison to the citywide average of 84%. Lastly, the school provides continuous support to student, socio-emotionally and academically, which results in a 4 year graduation rate of 82% during 2013-14 school year and a projection of 86% for 2014-15. Priority Needs : Based on the MOTP observation data, domain 3B of Danielson Framework of Teaching evaluation rubric indicated that 48% of our teachers are effective in using questioning and discussion technique. Therefore, this is an area for school-wide focus for next school year of 2015-2016 for ratings to be improved by 6% within Domain 3B of the Danielson teacher tool evaluation. The focus will be to see an increase of more consistency school wide to observe teachers effectively using questioning technique to promote student classroom discussion for meaningful learning to occur. Also, more frequent use of student tracker to monitor student learning progress, then using the data to conference with students effectively so as to achieve mastery of subject material.</i></p>		

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will show an increase of 6% in component 3B-questioning and technique of effective rating.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)
<i>Teachers will attend mandatory PD to review, share and strategize effective methods on how to implement effective questioning and discussion technique on a daily basis within their instruction, so as to increase MOTP (measure of teacher performance) score in Domain 3B.</i>	Teachers	Sept. 4-5, 2015	Both teachers and administrators
Student learning improved by using classroom discussion dialogues, including ELL/SWD.	Students	Sept. to June 2016	Both teachers and administrators
Mandatory inter-visitation of teachers' classroom who are effective in component 3B.	Teachers	Sept. 2015-June2016.	Both teachers and administrators.
Educational consultant will provide support to teachers who are experiencing challenges in meeting this goal.	Ineffective/Developing teachers	Sept. 2015-June2016	Educational Consultant and administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Hiring educational consultant and per-session for PD for teachers.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
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	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other
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Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The effectiveness of this practice will be reviewed during administrative observational cycles starting Sept. 8th 2015 to June 2016 for each marking period. Also, use of MOTP summary report to evaluate rate of success in achieving goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p><i>According to the School Survey, 52% of parents were not involved in the school, though teacher outreach to parents is 88% indicating that communication has been one-way and not reciprocal.</i></p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> <p><i>By June 2016, 80 % of parents surveyed will report that they are fully engaged in the school community</i></p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
Workshops for Parents based on choice of topic and time given (evenings, weekends and various topics)	Parents/Guardians of students grades 9-12	September 2015-June 2016	Parent Coordinator; Guidance
Increase parental involvement by offering celebratory luncheons/dinners for parents	Parents/guardians	September 2015-June 2016	Principal, parent coordinator, and guidance counselors.
Celebration of culture by parents donating artifacts, such as ornaments and clothing items for school display.	Parents/Guardians of students grades 9-12	September 2015-June 2016	Guidance/Social worker/ Support Staff/Parent Coordinator/Administration/Teachers
Sponsor Health Fair for parents and families	Parents/Guardians of students grades 9-12	September 2015-June 2016	Guidance/Support Staff/Teachers/Administration

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Collaboration with outside community agencies to conduct workshops for parents and students • Time for staff member to review survey data, plan, and adjust

- Need Medical personnel

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In January , a survey will be conducted for parents during a parent meeting. Parent survey data will be collected and analyzed.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environment, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, Math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound.
85% of students will participate in ELT via at least one academic, athletic, artistic and/citizenship programs from September 2015.

Part 2 – ELT Program Type

Is the ELT program voluntary or compulsory?	X	Voluntary		Compulsory
If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students.				
Low performing students are mandated to attend academic programs, whereas participation of students in clubs and teams are voluntary; but strongly recommended.				

Part 3 – ELT Program Description

Target Population: The ELT program will be offered to all students in the school , with the goal of serving a minimum of fifty percent of students.
Describe how the school will meet the following SED requirements for an ELT program in a Priority School: <ul style="list-style-type: none"> • Integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging. • Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduce risk for retention or drop out, and increase the likelihood of graduation. • Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting. • Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art. • Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area. • Engage in outreach activities made to families.
This is NOT a priority school. This is a REWARD SCHOOL. All teachers offer tutoring, especially in core subjects, throughout the school year. Regents prep is also offered in all subjects, as well as preparation for PSAT/SAT exam. A variety of clubs, for example robotics, law team, book club, dance, medical club, anime club are available to students. In addition, we are in a campus so students may join campus sports teams including track, cricket, volleyball, lacrosse, football, tennis, swimming, basketball, wrestling, fencing. ELL/SWD are offered a special skills class twice a week for academic support.

Part 4 – ELT Program Implementation and Oversight

<p>Part 4a. Who will implement the ELT program? Who will oversee the program?</p> <ol style="list-style-type: none"> 1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved. 2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured. 3. Explain how you will evaluate the program to assess impact on student achievement.
<p>Assistant Principal oversees the program and is run by teachers.</p>
<p>Part 4b. Timeline for implementation and completion, including start and end dates.</p>
<p>September to June 2016.</p>

Part 5 – ELT Budget and Resource Alignment

<p>Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.</p> <ul style="list-style-type: none"> • Teachers paid per-session for after-school activities • Administrator for supervision • Materials for after-school activities • Outside partner for SAT prep 																								
<p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program. <i>Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.</i></p>																								
<table border="1"> <tr> <td></td> <td>21st Century</td> <td>X</td> <td>Tax Levy</td> <td></td> <td>Title I SWP</td> <td></td> <td>Title I TA</td> <td></td> <td>P/F Set-aside</td> <td></td> <td>C4E</td> </tr> <tr> <td></td> <td>Title I 1003(a)</td> <td>X</td> <td>Title III</td> <td></td> <td>PTA Funded</td> <td>X</td> <td>SIG or SIF Grant</td> <td></td> <td>School Success Grant</td> <td></td> <td>Other</td> </tr> </table>		21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E		Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other
	21st Century	X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		C4E													
	Title I 1003(a)	X	Title III		PTA Funded	X	SIG or SIF Grant		School Success Grant		Other													

Part 6 – ELT Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Progress will be monitored each marking period by guidance counselor, who will create a tracker for student participation in school activities.</p>
<p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 7: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students not meeting the required academic standard in this subject.	<p>DEAR program-independent reading and writing for at least 20 minutes</p> <p>ACHIEVE 3000-online literacy program targeted at Lexile level of individual ICT/SETSS-co-teaching in four main subject areas at each grade level, resource room support with special education teacher</p> <p>Tutoring with subject teacher</p> <p>Skillbuilders Club-focused on developing basic skills in subject area for example vocabulary, making inferences, predicting outcomes</p>	School-wide, individual, small group, tutoring,	Once a week during the day; after-school and at home, everyday during the day and afterschool; every day before and after school and during lunchtime; 2x per week
Mathematics	Students not meeting the required academic standard in this subject.	DEAR program, ICT/SETSS, tutoring, Skillbuilders Club	School-wide, individual, small group, tutoring,	Once a week during the day, everyday
Science	Students not meeting the required academic standard in this subject.	DEAR program, ICT/SETSS, tutoring	School-wide, individual, small group, tutoring	Once a week during the day, everyday
Social Studies	Students not meeting the required academic standard in this subject.	DEAR program, ICT/SETSS, tutoring	School-wide, individual, small group, tutoring	Once a week during the day, everyday

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students not meeting the required age-appropriate, behavioral standard .	Counseling, Speech, Evaluation, Mediation, Outside Referrals to city agencies and services	individual, small group	During the school day and after-school
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Section 8: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.		
	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools
		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>We recruit in the following manner:</p> <ul style="list-style-type: none"> • Use of teacher finder/Teach NYC/Open-Market • Recommendations from other school officials • Attend Hiring Fair <p>Interviews are conducted by a panel consisting of teachers and administrators. In addition to this, potential candidates are invited to perform a demo lesson.</p> <p>Teachers are supported in the following manner for retention:</p> <ul style="list-style-type: none"> • Math/ELA coaches • New teacher mentor • Inter-visitation to other schools and to colleagues' classes • Participate in Common Planning Time three times per week • Observation feedback with specific strategies for improvement

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
Educational consultants and math coach provide push-in instructional support for teachers, including instructional feedback and strategies for improvement based on DANIELSON FRAMEWORK rubric. Teachers attend network and DOE sponsored CCSS workshops and lab-site visits. Ramapo for children provide push-in classroom management coaching for selected teachers. Administrators attend ADVANCE training on new teacher evaluation system using

DANIELSON FRAMEWORK rubric; network sponsored meetings, DATA SPECIALIST. Push-in teacher effectiveness coaching for administrators. Teachers meet in subject groups at least three times a week for academic collaboration

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers participate in professional learning regarding the use of multiple types of assessment, including school wide assessment, classroom data and looking at student work. Based on this, teachers decide within teacher teams during Common Planning Time and in staff development which assessment tool to use in collecting data.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	219,834.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,109,587.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.

- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Jamaica Gateway to the Sciences, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. Jamaica Gateway to the Sciences will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Jamaica Gateway to the Sciences, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Jamaica Gateway to the Science</u>	DBN: <u>28Q350</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Rationale:

There will be two Title III After School Programs.

- Program #1

The focus of the Title III After School SkillBuilders Program will be on reading, writing, speaking and listening skills using ESL methodologies and techniques. This program will also help ELLs develop their academic English and improve achievement in core content areas. This program is based on the LEAD Program/Lincoln Center which allows ELL students to synthesize and conceptualize various genres of literature through specific techniques, such as developing vocabulary, increasing verbal communication and developing literary concepts. The rationale for this program is to help struggling ELL students develop their English language skills in the modality areas of listening, speaking, reading and writing in grades 9-12 with heterogenous grouping (Beginners/Newcomers, Intermediate and Advanced). The program will help students improve their academic skills in the content areas of ELA and Global Studies as well to increase their success rate of passing the Regents Exam. The data has shown that a high percentage of students are performing at the advanced level but have not tested proficient. In addition, students who took the NYSESLAT exam did not move up a level. The targeted group of students will be ELL 9th, 10th, 11th and 12th graders that have not passed the ELA and Global Regents. This program will help support those content areas and improve their passing rates for Regents and NYSESLAT Exams.

- Schedule and duration

The After School Title III Skillbuilders Program will run from October 28th, 2014 to June 12th, 2015 for a total of 52 sessions times 2 teachers.

- The certified ESL Teacher will be coteaching with the ELA Teacher on Tuesdays from 3pm-4pm. The ESL Teacher will be coteaching with the ELA Teacher on Thursdays from 3pm-4pm. From February 6th, 2015 to April 24, 2015 the ESL Teacher and The Teaching artist will teach the class on Tuesdays from 3PM-4PM. The certified ESL teacher will meet with the Teaching Artist to plan for lessons. After each lesson is over, the ESL Teacher and The Teaching Artist will meet for one hour (4PM-5PM not paid by Title III) to reflect on the lesson and plan for the following lesson. The ESL Teacher and Teaching Artist will incorporate language objectives into their lesson plans and develop lessons to help students increase performance on the Regents exams and NYSESLAT.

Materials and Resources

Materials necessary for the Title III program will be Arabic/English Visual Dictionaries, Spanish/English, Visual Dictionaries, NYSESLAT TEST BOOKLETS, Teacher's Manual for NYSESLAT Test Booklets, Non-Fiction Texts, Fiction Texts. These dictionaries will help students develop their academic English because students will be able to understand the words in their own language, thus, increasing their comprehension of the word. NYSESLAT Test booklets will help students develop students develop their writing skills while the non-fiction and fiction texts will allow students to develop their critical thinking and critical writing in Social Study areas along with online resources.

Program #2

The focus of the After School Title III Literacy Enrichment Program focus on ELA and Social Studies will begin on January 16th to May 22nd from 3-5PM. The ESL Teacher will be teaching this once a week, two hours a day. The focus here is to help students improve their academic English and improve

Part B: Direct Instruction Supplemental Program Information

achievement in Social Studies using Social Study resources and materials.

Schedule and duration

The After School Title III Literacy Enrichment Program will begin on January 16th to May 22nd from 4-6 PM on Tuesdays for a total of 30 sessions. The ESL Teacher will be teaching this once a week (Tuesday), two hours a day. The teacher will be teaching ESL using a focus on Social Studies.

Materials and Resources

Materials necessary for the Title III program will be Arabic/English Visual Dictionaries, Spanish/English, Visual Dictionaries, NYSESLAT TEST BOOKLETS, Teacher's Manual for NYSESLAT Test Booklets, Non-Fiction Texts, Fiction Texts. These dictionaries will help students develop their academic English because students will be able to understand the words in their own language, thus, increasing their comprehension of the word. NYSESLAT Test booklets will help students develop students develop their writing skills while the non-fiction and fiction texts will allow students to develop their critical thinking and critical writing in Social Study areas along with other online resources

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _

In order to help English Language Learners develop their reading, writing, speaking and listening skills content teachers need strategies to help English Language Learners understand the material. In order to provide teachers with these strategies, Jamaica Gateway will provide a sequence of Professional Development Workshops for teachers.

Ten teachers in the following content areas will participate in the workshops: Math, Science, English, Social Studies, Health and ESL Teachers will be able to sign up for the Professional Development. including the title III teachers.

The Professional Development workshops will occur one time a month for three consecutive months from 3-5PM.

The topics to be covered will be:

Strategies to help English Language Learners with content information, January 9th, 2015

Differentiating for English Language Learners within the classroom, February 6th, 2015

Strategies to help English Language Learners develop their vocabulary skills, March 13, 2015

The Professional Development will be led by the Learning English And Drama (LEAD) Program. The LEAD Project professional development fosters the collaborative relationship between the teacher and teaching artist and introduces teachers to classroom drama techniques that support students' English speaking skills. An ESL provider, Andrea Dishy will lead the professional developments for the teachers.

Part C: Professional Development

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Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: _

-
Parental involvement is important to our school community. Jamaica Gateway to the Sciences will host workshops to help parents understand what skills English Language Learners will need in order to succeed. Workshops will help parents understand what the NYSESLAT exam is and how they can help prepare their child for this exam. ir child needs and how to help further their reading, writing, listening and speaking skills.

The workshops will take place on:

October 28th, 2014 6PM - 7PM NYSESLAT TESTING

Parents will learn about the NYSESLAT exam and how they can help support their child at home with strateiges to do well on the exam. This will help impact higher achievement for ELLs because students will get the support they need at home to move up levels on the NYSESLAT Exam.

February 5th, 2015 6PM - 7PM ESL STRATEGIES FOR ENGLISH REGENTS

Parents will learn about the English Regents and what are effective ESL strategies to use with their child at home to do well on the exam. This will help impact higher achievment for ELLs because parents will be able to provide academic support for students at home which will help increase the number of ELLs passing the English Regents.

March 3rd, 2015 6PM - 7PM ESL STRATEGIES TO USE AT HOME WITH YOUR CHILD

Parents will learn about effective ESL strategies that they can use at home to help develop their child's academic vocabulary. This will help impact higher achievment for ELLs because parents will be able to provide strategies to help their child in areas they are struggling in.

April 2nd, 2015 6PM - 7PM ESL STRATEGIES FOR MATH AND SCIENCE REGENTS

ESL strategies for Math and Science Regents- will help impact higher achievement for ELLs because parents will be able to provide academic support for students at home which will increase the number of ELLs passing the Math and Science Regents.

-
These workshops will be led by the certified ESL Teacher, certified Math Teacher, and Certified Science Teacher

-
Parents will be notified of these activities by sending home letters in their requested language.

Translation services will be provided at the workshops in the languages that have been requested.

-
-

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	-
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	-	-
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	=====	=====

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 28	Borough Queens	School Number 350
School Name Jamaica Gateway to the Sciences		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Caren Birchwood-Taylor	Assistant Principal Satanya Mc Laughlin
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Valinie Naraine	School Counselor Leydy Mercedes
Teacher/Subject Area type here	Parent Rosemarie Brady
Teacher/Subject Area type here	Parent Coordinator Mrs. Ortiz
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Juan Mendez	Other (Name and Title) type here

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	530	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	20	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	13	Long-Term (ELLs receiving service 7 or more years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	20			13			4		4	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	2	1	1	0
Chinese														0
Russian														0
Bengali										6	9	2	5	0
Urdu										1	1			0
Arabic											1		1	0
Haitian														0
French										1				0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)												1		0
Transitioning (High Intermediate)												1		0
Expanding (Advanced)										1				0
Commanding (Proficient)												1		0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										6	12	9	5	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	13				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8	12		1		2				0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	5		4	
Integrated Algebra/CC Algebra	21		14	
Geometry/CC Algebra	10		3	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	11		4	
Living Environment	21		5	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	12		4	
Geography				
US History and Government	6		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As we are a high school, we do not assess the early literacy skills of ELLs. However, we do assess literacy skills through the NYSESLAT or NYSITELL as well as through the reading diagnostic provided by the Achieve3000 literacy program. The data reveals that ELLs are reading below grade level. This data has helped inform our school's instructional plan in the following ways: (1) explicit literacy instruction across the curriculum, (2) increased support for literacy through the creation of afterschool programs that have literacy as their focus, and (3) the implementation of the Drop Everything and Read (D.E.A.R.) program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data from the NYSITELL has revealed that most of our students are scoring at transitional levels. We had one student that scoring at an emerging level while one student scored commanding on the NYSITELL. NYSESLAT scores revealed that students who were beginners and intermediate all moved up one level. There were a few students who were advanced that stayed at the advanced level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The use of the AMAO Estimator Tool helps us make data driven patterns. It is a guide to whether or not the ELL students are making progress and hitting targets for AMAO 1 and AMAO2. It allows us to focus on specific subgroups of ELLs and provide instructional programs and as well as interventions for our students. Patterns across NYSESLAT modalities affect instructional decisions. We have already provided increased support for literacy in classrooms as well as in academic intervention services. According to our data, 40% of our ENL students tested proficient on the NYSESLAT exam while 60% of our students moved up at least one level on the NYSESLAT exam.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

We currently have only freestanding ENL.

- a. Patterns across proficiencies and grades reveal that all students need continued support for the development of literacy skills. The data shows that the most support is needed in grade nine, particularly with the intermediate students. These students are more than two grade levels below their peers in reading and writing. As we currently offer only freestanding ENL, ELLs do not take tests in their native language. The only native language testing materials ELLs have used are native language Regents test booklets. As such, we do not have enough data to make a comparison.
 - b. School leadership and ENL teachers evaluate the results of the ELL Periodic Assessments by performing an item analysis to determine deficiencies in skills. These skills are targeted by the ENL teacher during instruction. Skills that cross content areas are targeted for emphasis in schoolwide instruction.
 - c. From the Periodic Assessments, the school is learning that ELLs need continued support in literacy as well as test taking skills. The Periodic Assessments have helped to target students for increased intervention. Native language is used as a resource in the ESL classroom. Students are encouraged to use their native language to negotiate meaning. For example, students use bilingual dictionaries and supplemental resources in their native languages when available. Students sometimes speak in their native language to ask peers for clarification or assistance.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Paste response to question here:
6. How do you make sure that a student's new language development is considered in instructional decisions?
Students are encouraged to read in their native languages, to use their native languages to share instructional materials with their family members, and to consult reference materials in their native language. Students whose native language is Spanish are offered Spanish as a foreign language (LOTE) for native language development and support. ENL students are also given a chance to share their cultures with the class. Students are encouraged to teach the ENL Teacher and other students words in their native language.
7. For dual language programs, answer the following:
- a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our program is evaluated on an ongoing basis by the ENL teacher, the administration, and the inquiry team. The efficacy of the program is evaluated by conducting classroom visits, looking at scholarship data, and examining test scores from Regents exams, the NYSESLAT, and the ELL Periodic Assessment. We also look at participation in advanced placement courses and the High School graduation rate.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Jamaica Gateway to the Sciences takes the following steps for the initial identification of students who may possibly be ELLs. All parents of new public school enrollees are required to complete the Home Language Identification Survey (HLIS). The school secretary notifies the certified ENL teacher of new public school enrollees. The ENL teacher then makes an appointment with parents to complete the HLIS and conducts the informal oral interview in English. If necessary, translators are used to contact the informal oral interview in the native language. Once potential ELLs are identified, the ESL teacher administers the NYSITELL test within five days of enrollment and makes the formal initial assessment. If the home language is Spanish, the ENL teacher and Spanish teacher administer the Spanish LAB to assess proficiency in Spanish. The ENL teacher administers the NYSESLAT to ELLs in the spring. Based on NYSESLAT scores, the ENL teacher notifies each parent of their child's continued entitlement or non-entitlement/transition to ELL services.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. New admits to Jamaica Gateway to the Sciences are administered the HLIS, which includes the informal oral interviews in English and in the native language as needed. Initial SIFE status must be indicated in the DOE's data collection systems no later than 30 days from initial enrollment. As per CR Part 154, schools have up to one year to make a final determination of SIFE

status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

The ELL identification process is followed with new or reentering students with IEP's. The Language Proficiency Team determines NYSITELL eligibility, considering the result of the process up to that point as well as information provided by the CSE committee. The Language Proficiency Team determines whether the student has English language acquisition needs or whether the student's disability does not allow the student to demonstrate proficiency in English. If the Language Proficiency Team determines that the student has English language acquisition needs, the student is administered the NYSITELL. If not, the decision is sent to the principal for review. If the principal agrees with the LPT (to not give the NYSITELL), a final decision is made by the superintendent or designee. The superintendent has ten days to accept or reject the LPT's recommendation. If a decision is made that the student must take the NYSITELL, the school has five additional calendar days to do this. The parent or guardian must be notified within three days of the decision.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our school uses the HLIS and the RLER report in ATS to determine which students are eligible to take the NYSITELL. Following NYSITELL testing, the ESL teacher drafts the entitlement letters for all newly entitled ELLs. The entitlement letters are sent home with the student. In addition to sending home the entitlement letter, which includes the date and time for the parent orientation, the ESL teacher calls the home to confirm the appointment. This is done in an effort to ensure that students return the Parent Survey and Program Selection form at the parent orientation. These letters are collected, parent choice is honored, and the letter/Parent Survey and Program Selection form are placed in the student's file. Letters of continued entitlement or non-entitlement are drafted by the ENL teacher each fall. These letters are sent home to parents in both English and the native language. The RLAT report in ATS is used to check NYSESLAT scores in order to determine entitlement.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

If parents believe that their child may have been misidentified as an ELL or non-ELL, they have 45 days to request that the ELL Identification Process be administered a second time. Parents are informed of this right based on a letter sent to the home in both English and Native Language (where available). We keep copies of the letter on file at the school.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

It is very important that parent choice is explained and honored. To ensure this, our school takes the following steps. Once ELLs are identified, the ENL teacher, Miss Naraine first sends home an entitlement letter and makes an appointment for an orientation for parents of newly enrolled ELLs. The ENL Teacher works closely with the Parent Coordinator, Ms. Ortiz during this time to ensure all parents are contacted. The ENL teacher also calls home, with a translator if necessary, to confirm the appointment for the orientation. When the parent arrives for the orientation, the ENL teacher shows parents the orientation video, answers questions about the different ELL programs, and informs parents of the ELL program available at Jamaica Gateway to the Sciences. At the end of the orientation, the ENL teacher helps parents complete the Parent Survey and Program Selection form which indicates which program they would like their child to be in for the academic year. These documents are provided in English and their Native Language. Materials used during the orientation are made available in the home language, and assistance from a translator is used, if necessary. ELLs are placed in the parent's program of choice within 5 days of enrollment. If parents do not choose a program then the default is bilingual education. Should a TBE/DL program become available, parents would be informed via their preferred language and English.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once students are identified as ENLs, parents are contacted to come in for the Parent Orientation process. Here parents are informed about the different programs and options that are available for their child. It is here that they fill out the Parent Survey form in English or their Native Language and return the form to the ENL Teacher immediately where it is filed away safely. If our program is not available that they want, we provide them with information about other schools that offer this particular program. An overwhelming amount of parents choose the Freestanding ESL we offer.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ENL Teacher contacts each parent to ensure they come in for the Parent Orientation. Letters are sent home and reminders are sent home if forms are not returned in English and Native Language. The parent coordinator is also involved in this process to ensure all Parent Surveys are completed. Miss Naraine, is responsible for collecting and filing the surveys and program selection forms.

9. Describe how your school ensures that placement parent notification letters are distributed.

Placement parent notification letters are distributed to students to take home to their parents in English and their Native Language. Copies are kept at the school. Miss Naraine is responsible for making sure this is completed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Copies of all ELL documentation are kept in the school in a safe secure location. All ELL documentation is kept on file in the ELL Coordinators office and also in the student's cumulative folders. The Principal, Coordinator and AP of ENL have access to the documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The RLER report in ATS is used to determine which students are eligible to take the NYSESLAT. The NYSESLAT is administered annually to all ELLs. When the testing window is announced, students are made aware of the testing days as well as the purpose of the exam. Letters are sent home in English and the home language to inform parents about the upcoming exam. All members of the school staff qualified to administer the NYSESLAT, oversee the administration of the NYSESLAT, or score any part of the NYSESLAT are provided with a copy of the NYSESLAT School Administrator's Manual to read prior to the testing window. The reading, writing, speaking, and listening modalities are administered on a different days. The speaking subtest is individually administered by the student's teacher while a disinterested teacher in the room listens to and simultaneously scores the student's responses. All other subtests of the NYSESLAT are group administered in the ENL classroom by certified ENL teachers, Ms. Naraine and Ms. Mendoza. Any student who misses any section of the NYSESLAT is scheduled for a make-up session.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support parent notification letters are distributed by the ENL Teacher, Miss Naraine, at the start of September before the September 15th deadline. All letters are sent out in English and in the Native Language. Copies are kept on file at the school.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
The trend in program choice has been Freestanding ESL. In the past two years, 100% of parents of newly enrolled ELLs have chosen Freestanding ESL as their first choice on the Parent Survey and Program Selection. Therefore, program models are aligned with parent requests. There must be twenty or more students of the same home language and the same grade level to open up a bilingual program. Since we do not have the sufficient number of students of the same language on the same grade level who have requested a bilingual program, we do not have one. We have not had parents choose a program that we do not have as yet, however, if that does happen, we are fully prepared to do outreach to that parent with a native language speaker at the school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Freestanding English as a new language (ENL) programs provide instruction in English with home language support, emphasizing English language acquisition. Entering students get two units of stand alone in ENL and one unit of integrated ENL. Emerging students get one unit of stand alone ENL and one unit of integrated ENL. Integrated ENL Students will be grouped homogeneously, with students of the same level in each class. Instruction will be delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher. Transitioning students get one unit of integrated ENL. Expanding students get one unit of integrated ENL. Commanding students also get one unit of integrated ENL. Students that receive Stand alone ENL are scheduled by their grades. We have one Stand alone for 9-10 and another stand alone for 11-12. Students who receive integrated ENL are scheduled by their grades as well.
 - b. TBE program. *If applicable.*

Paste response to questions here:

 - c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Beginning/Entering level students are given three periods of ENL per day (540 minutes per week); Low Intermediate/Emerging Level Students have two periods of ENL each day (360 minutes per week), Intermediate/Transitioning and Advanced/Expanding Level students will have one period of ENL per day (180 minutes per week) and Proficient/Commanding level students receive .5 periods per day ENL (90 minutes per week).
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the Integrated ENL Model, the ENL teacher and content classroom teacher work together to help the ENL students. They are using the book "Their Eyes Were Watching God." In this ENL/ELA integrated classroom, they use different instructional approaches and methods to make content comprehensible and make language development natural. They use worksheets reinforcing skills taught, video clips, images, visuals, illustrations are displayed on the smartboard to reinforce development, growth of major characters in the text. Also the teachers provide guided practice prompting students to explain events and their impact using textual evidence. The teachers use their NYSESLAT levels to determine which students need what type of scaffolding, students are encouraged to turn and talk, there is a timer and placard on each desk to encourage accountable talk. There are vocabulary words with definitions and synonyms. ENL students are given time to stop and jot their thoughts and write short responses. Other strategies such as repetition, note take skills, underlining, highlighting, bilingual dictionaries, student generated questions and high performing students helping those emerging in English. Students use exit slips and there are checks for prior knowledge. The use of technology as an instructional support for ELLs includes SMART Boards, student laptops, and the Achieve3000 program. Other instructional materials include textbooks, workbooks, worksheets, and reference materials. The ESL teacher collaborates with content area teachers to supplement and modify materials in order to support all levels of proficiency. Bilingual reference materials such as bilingual dictionaries and glossaries are purchased in students' home languages as needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Members of the Jamaica Gateway to the Sciences school community regard ELLs' home languages as a resource. Native language support is delivered by peers through collaborative learning. ELLs are allowed to first write in their native language for some assignments and then translate their writing into English. ELLs have access to bilingual reference materials such as bilingual dictionaries and glossaries. We are currently growing our native language library which features bilingual texts and literature in students' native languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ENL students are evaluated in their four modalities with the NYSESLAT exam that is given in the Spring. Along with this assessment, students are assessed on a continuous basis throughout the year. The ENL Teacher uses teacher-created assessments with rubrics to assess students. Students are required to complete different reading and writing activities on a daily basis. Students also use Achieve 3000 and the teacher monitors their progress through this program. ENL students are also assessed in content areas where they are tested a few times per marking period.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Jamaica Gateway to the Sciences differentiates instruction for ELL subgroups.

 - a. Our instruction plan for SIFE is as follows. After completing the SIFE Oral Interview Questionnaire, the Academic Language and Literacy Diagnostic (ALLD) will be administered to students who report an interruption of more than two years in their formal education. Students with a home language other than English or Spanish will instead provide a brief writing sample and complete a reading comprehension passage in their native language, which will be evaluated by the NYC DOE Translation unit. Following diagnostic assessment, interventions for SIFES would include literacy development, extended day, guidance, and the use of modified texts and materials to make content classes comprehensible.
 - b. ELLs in U.S. schools less than 3 years are given special attention in the ESL classroom. The buddy system is used, and newcomers are paired with Advanced ELLs who preferably speak the same home language. Additionally, each content area teacher receives extra support in delivering instruction to newcomers as well as regular verbal and written check-ins by the ESL teacher to monitor the progress of these students. Achieve3000, peer tutoring, teacher-led tutoring, and the extended day program are all used to help newcomers progress.
 - c. ELLs receiving services for 4 to 6 years are supported and challenged in their ESL and content area classes. These students participate in peer tutoring, teacher-led tutoring, and the extended day program. Instruction for these students is similar to

instruction for their peers who are on grade level, but is differentiated according to language proficiency with extra emphasis on grammar, word work, and reading instruction. Achieve3000 is also used with these students.

d. Long-term ELLs receive instruction similar to that of their peers who are on grade level, but there is extra emphasis on reading and writing. The rationale for this is that these students, as per the NYSESLAT, are already proficient in speaking and listening. Long-term ELLs also participate in peer-tutoring, teacher-led tutoring, and the extended day program. Achieve3000 is also used with these students. Additionally, tutoring for Regents exams is emphasized for this subgroup.

e. Former ELLs receive academic support through academic tutoring 90 minutes a week to fulfill the mandated minutes. Also, ELLs get testing accommodations on NYS assessments for up to 2 years after testing at the proficient level on the NYSESLAT.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

All ELL-SWDs travel together with a certified Special Education teacher who is their Collaborative Team Teacher (CTT) for each content area. Students' IEPs are followed diligently. ELL-SWDs use the same materials to ensure that ELL and Special Education instructional strategies are used in each content area, such as, graphic organizers, Ipads visual and auditory stimulation, sentence stems, Achieve 3000 and bilingual dictionaries. Students are scheduled for classes according to their grade level and their NYSESLAT test scores to ensure ENL mandated minutes. To accelerate English Language learning, teachers of ELL-SWDs structure their instructional program and course offerings to meet the specific needs of their students, modify materials, provide opportunities for teachers to share and discuss individual student performance and add time to their regular school day to ensure that ELL-SWDs receive the supports they need.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL-SWDs are programmed for the same ENL classes and general education ELLs, as per their proficiency level. In order to provide the least restrictive environment, all ELL-SWDs are part of a CTT class that includes mainstream students. Our school uses flexible scheduling so that students have access to the full continuum of services offered by our school and to allow the opportunity for students to spend maximum time with non-disabled peers. To ensure this, the ESL Teacher, Special Education teachers and guidance counselors work together. We also have a SETTTS environment where students receive services to assist in helping them obtain grade level standards.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

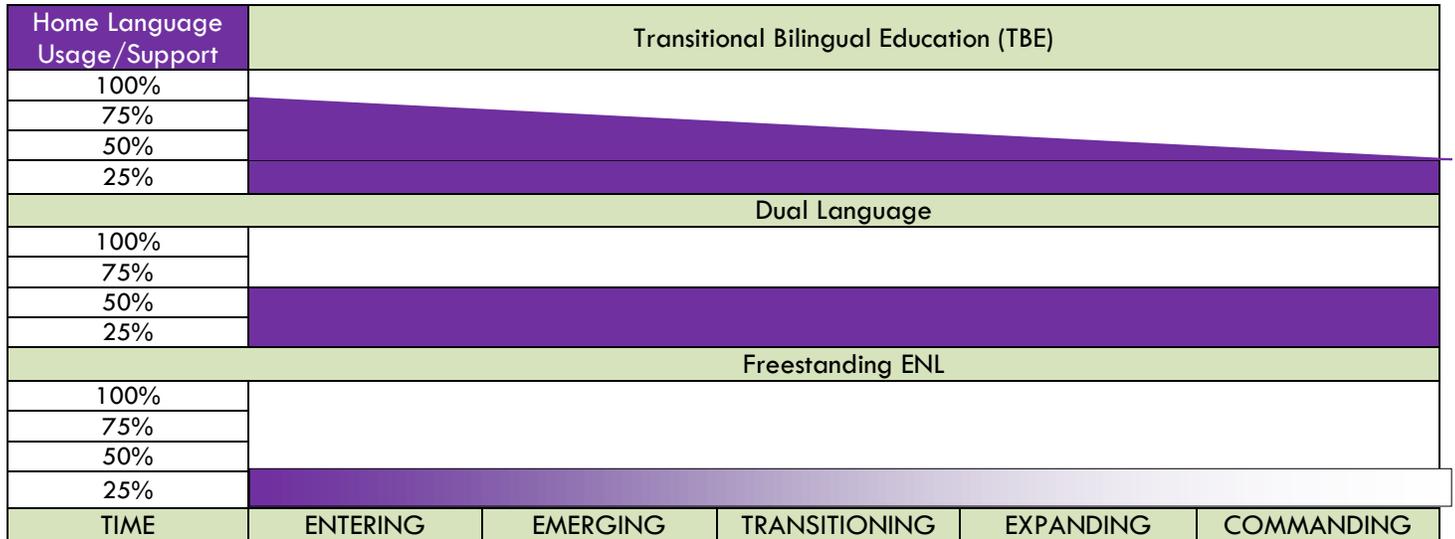


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Jamaica Gateway to the Sciences targets every subgroup to receive interventions delivered in English for ELA, math, social studies, and science. Interventions include peer tutoring and teacher-led tutoring for all content areas. The extended day program focuses on science instruction one day per week, math instruction one day per week and ELA instruction two days per week. Additionally, all ELLs are encouraged to attend tutoring for specific Regents exams depending on their grade level. Achieve 3000 is used as a literacy intervention for all subgroups. Achieve 3000 is used in English with native language support.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Based on the NYSESLAT exam, students showed a lot of growth thus supporting that our program is meeting the needs of our students. Assessment of our current program through Regents exams, the NYSESLAT and ELL Periodic Assessments reveal that our program is effective. There were 19 students who tested proficient/commanding. There were 11 students who moved up a level in ENL. Teachers are provided with this information at the beginning of the year via email so they can access this information as frequently as they need to.
12. What new programs or improvements will be considered for the upcoming school year?

The LEAD Program will be implemented this upcoming school year. It is a program that allows English Language Learners to develop their English skills using theatre strategies.
13. What programs/services for ELLs will be discontinued and why?

At this time, no programs/services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Jamaica Gateway to the Sciences has a number of after school programs and supplemental services such as clubs, athletics, the extended day program, peer tutoring, teacher led tutoring and Regents preparation. Tutoring is available after school. Announcements are made over the loudspeaker, posters are posted around the school, teachers encourage students to stay after school. We have cultural clubs with the goal to have students take an active part in their community. ENL students are presented on sports teams, in clubs and have access to all programs. All students, including ENL are encouraged on a daily basis to attend clubs and academic after school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The use of technology is an instructional support for ELLs includes SMART Boards, student laptops, iPads and the Achieve 3000 program. Other instructional materials include textbooks, workbooks, worksheets and reference materials. The ENL Teacher collaborates with content area teachers to supplement and modify materials by providing graphic organizers in order to support all levels of proficiency. Bilingual reference materials such as bilingual dictionaries and glossaries are purchased in students' home languages as needed.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Members of the Jamaica Gateway to the Sciences school community regard ELLs' home languages as a resource. Native language support is delivered by peers through collaborative learning. ELLs are allowed to first write in their native language for some assignments and then translate their writing into English. ELLs have access to bilingual reference materials such as bilingual dictionaries and glossaries. We are currently growing our native language library which features bilingual texts and literature in students' native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Student support services providing counseling according to ELLs grade levels and ages. Along with the ENL Teacher advocating for her students by providing many different resources for the ENL students, college information and scholarship and financial information is provided to all juniors and seniors. The ENL counselor pushes in the classroom to discuss college information and successful strategies with the ENL students. This information is provided to all students.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELL students are invited to attend our summer bridging program, SPELL Academy. The SPELL Academy is designed to help students transition from middle school to high school both academically and socially. This spirited and high energy academic acceleration and enrichment program exposes students to the academic rigor they should anticipate as freshmen and provide opportunities for them to gain the skills and confidence to excel in school and achieve college and career goals, opening doors of opportunity. Along with improving academic skills, students become familiar with the high school building, make friendships with their peers and build relationships with teachers from their new high school that will aid them in their freshman year and beyond. The goals of the program are to:

 - Assist rising ninth graders with their transition from middle school to the academically challenging high school environment through

a variety of enrichment, social, and orientation activities that are designed to give students a head start towards a successful high school experience.

- Introduce students to key high school faculty who will be teaching in the Freshman Institute or working with freshmen during the

19. What language electives are offered to ELLs?

Literacy class is offered as additional support for ELA. Spanish as a foreign language (LOTE) is offered to ELLs for native language support.

20. For schools with dual language programs:

- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- In which language(s) is each core content area taught?
- How is each language separated for instruction?
- Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

1. Jamaica Gateway to the Sciences' professional development for ELL personnel is as follows. ELL topics and issues are discussed during our monthly faculty meetings for all staff, our weekly CPT meetings, and our staff development days. The ENL teacher supports content teachers by teaching them ESL methodologies and ESL instructional strategies to use during content instruction. The ESL teacher provides this support during meetings and common planning times. The ENL teacher attends professional development sessions for instruction and compliance throughout the year. The staff is provided with professional development on November 3rd.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

2. The ESL teacher receives PD in the form of those sessions offered by the NYC DOE, sessions offered by outside organizations, webinars, and by reading about research concerning ELLs and the CCLS. These PDs will help with vocabulary development and questioning techniques which are aligned to the CCLS.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

3. Jamaica Gateway to the Sciences provides staff with support to assist ELLs as they transition from middle to high school. All incoming ELLs are invited to attend SPELL Academy, which was described above. The staff is encouraged to establish a buddy system for ELLs in their content classes. All students meet with the guidance counselor at least once, and then on an as-needed basis. Students are encouraged to join clubs and after-school activities in order to interact with peers and explore academic interests.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

4. In order to be in compliance with the Jose P. requirements, all staff will receive 7.5 hours of ELL professional development (10 hours for special education teachers) from the ESL teacher. The ESL teacher meets with content teachers during common planning to discuss and implement strategies to support the instruction of ELLs. The ESL teacher also delivers PD on ELL topics during staff development days. Resources from the LAP Toolkit as well as research on best practices are made available to all staff. PD records, such as agendas, materials, and minutes, are maintained by the administration.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
1. The ENL/ESL Teacher works closely with the guidance counselor who is assigned to ELL students. The guidance counselor and ESL teacher meet weekly to discuss any students that are struggling. These parents are contacted and a meeting is scheduled to update the parents of their child's language development process and language development in all content areas. Once parents come in for the meeting, they are signs posted for them regarding translation services. These meetings are in addition to the mandated parent orientation meetings and DOE scheduled parent-teacher conferences.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
3. Parental involvement is important to our school community. Jamaica Gateway to the Sciences has an active PTA that meets on either the second or third Wednesday of the month from 6:00p.m. to 7:00p.m. All members of the staff are responsible for parent outreach and communication with families about school programs, important school decisions, and student progress and needs. Jamaica Gateway to the Sciences maintains a website with information for parents. Website content can be translated into 52 different languages. Jamaica Gateway to the Sciences supports oral interpretation, written translation, and dissemination of information materials in the family's preferred language. Preferred language is identified by administering our school's Student Home Language Survey (SHLS). The SHLS also allows school leadership as well as the ESL teacher to identify parents who would like to volunteer as translators for fellow parents. We will provide ELL parents/guardians with the opportunity to attend a variety of literacy, math, and homework workshops, so that they can better assist in the education and learning of their children at home. Instructional materials and snacks will be purchased to support parent activity.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Yes, we partnered with the Center For Integrated Teacher Education (CITE) to hold workshops for parents to help them understand strategies they can use home with their children to further academic learning. Translation services are provided for the parents.
5. How do you evaluate the needs of the parents?
5. The needs of parents are evaluated through parent outreach, parent meetings with administrations and teachers, PTA, SLT, parent orientations, parent workshops and other communications with parents such as email and phone calls. With regard to language, the need for interpretation and translation services is established by the Parents' Preferred Language form. The role of parent coordinator is that of liaison between the school and the parents. She meets with parents, contacts them with important information, answer questions and refers parents/students to appropriate people in the building.
6. How do your parental involvement activities address the needs of the parents?
6. Parental involvement activities supported by Jamaica Gateway to the Sciences address the needs of parents because they are created in direct response to parent surveys and communication. For example, we provide parents with accounts to skedula so they can see their child's academic progress. Translation services are available through the translation unit and bilingual staff. We also provide parents with forms in their native language.

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

School Name: Jamaica Gateway to the Science

School DBN: 28Q350

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Caren Birchwood-Taylor	Principal		12/17/15
Satanya McLaughlin	Assistant Principal		12/17/15
Gresis Ortiz	Parent Coordinator		12/17/15
Valinie Naraine	ENL/Bilingual Teacher		12/17/15
Rosemarie Brady	Parent		12/17/15
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Leydy Mercedes	School Counselor		12/17/15
Juan Mendez	Superintendent		12/17/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **28Q350**

School Name: **Jamaica Gateway to the Sciences**

Superintendent: **Juan Mendez**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Jamaica Gateway to the Sciences uses a variety of data and methodologies to assess our school's written translation and oral translation needs. Enrollees who are new to public school must have a parent/guardian fill out the Parents' Preferred Language Form and the Home Language Identification Survey (HLIS). Data from part 3 of the HLIS is used to establish parents' preferred language for written communication and oral communication from the school. For our 37 current ELLs, the school secretary uses the RHLA code in ATS to establish home language for written and oral communication. Additionally, our school administers a Student Home Language Survey, created in-house, to all students. The survey asks for information about home language, preferred language for written communication, and preferred language for oral communication. This survey also asks if parents/guardians are willing to volunteer as translators for their fellow parents.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Responses to the Student Home Language Survey indicate that 88% of families in our school community use English as their home language. The breakdown of remaining home languages is as follows: 4% Spanish, 4% Bengali, 1.3% Punjabi and 2% Haitian Creole. Other home languages spoken by at least one family in our school community are Tagalog and French.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents that our school typically disseminates every year that require translation are parent teacher conferences, after school program information, New York State testing dates, meetings with the ESL Teacher regarding student NYSITELL Services and NYSESLAT Testing dates.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Jamaica Gateway to the Sciences has many formal meetings face to face with parents. We have Parent -Teacher Conferences in the Fall and Spring, we have curriculum night (September), we have Open House night (November). We also have ESL meetings for parents to help educate them on strategies they can use at home to help their child(Spring). We also have formal and informal meetings with parents by the guidance counselor and the parent coordinator regarding student progress (Ongoing throughout the year).

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Jamaica Gateway to the Sciences ensures timely provision of translated documents by having in place a variety of services to provide written translation to families in our school community. The DOE Translation Unit is used to translate written documents that contain critical information for parents about their child's education. Our school also makes use of the extensive amount of previously translated documents provided on the NYC DOE website. Also, the school secretary utilizes a web-based translation system to generate letters and documents specific to our school. Additionally, school staff and parent volunteers are used for translation whenever feasible.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Jamaica Gateway to the Sciences uses a variety of services to provide oral interpretation services to families in our school community. The DOE Translation Unit is used on an as-needed basis for on-site or over-the-phone oral interpretation services at events such as parent teacher conferences and parent meetings. School staff and parent volunteers are utilized as interpreters whenever feasible.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Our school will make members aware of how to use these translation services and over the phone interpretation service at staff meetings. We will also email this information to staff so they can access it when necessary.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To fulfill Section VII of Chancellor's Regulations A-663, parents are provided with written notification of their rights regarding translation and interpretation services. Translated versions of the Parent Bill of Rights are made available in students' home languages. Additionally, signage posted in the main office indicates the availability of language services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Mechanisms our school will use to gather feedback from parents on the quality and availability of services are parent surveys and feedback forms. We will also consult with the PTA as to how to

meet the needs of the non-English speaking parents. Gathering feedback from teachers, guidance and supervisors is also done.